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Présentation d'un projet de recherche visant à aider les professeurs à faciliter la transition des étudiants entre le milieu secondaire et le milieu collégial, sans avoir à instituer de nouveaux programmes et en considérant le problème au niveau institutionnel. Le projet comprend deux volets: l'approche du collège (celle de ce projet) et l'approche de l'école secondaire. Le collège poursuit une approche longitudinale. Les enseignants du niveau collégial étudieront les mécanismes du secondaire et les attentes et besoins d'un groupe déterminé d'étudiants de secondaire cinq jusqu'à la fin du premier semestre au collégial. En même temps, les enseignants du secondaire étudieront le mécanisme collégial et observeront deux étudiants-cibles durant leur première année au collège (premier et second semestres). La recherche veut trouver des solutions qui permettront d'éliminer les obstacles qui inhibent l'adaptation des étudiants au collégial. Le document donne d'abord des précisions sur l'identification du projet, son contexte et la définition du problème. Il soumet ensuite l'état de la question, les objectifs du projet, sa contribution au développement du réseau, sa méthodologie, sa programmation et le calendrier des activités de même que la diffusion prévue des résultats.

Type de document:

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EASING THE TRANSITION FROM SECONDARY SCHOOL TO COLLEGE

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le 17 février 1988

AUX MEMBRES DU COMITE D'EVALUATION

Objet: Introduction au projet de recherche pédagogique sur l'arrimage entre l'école secondaire et le cégep: Easing the Transition from Secondary School to College

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Madame,
Monsieur,

Si vous souhaitez avoir une vue d'ensemble en francais, veuillez noter que nous avons traduit quelques parties principales du projet. Les traductions se retrouvent sur les feuilles bleues et chacune est suivie de la version originale en anglais.

Notre projet est une recherche-action sur les problèmes que connaissent les étudiants lorsqu'ils passent du milieu secondaire au milieu collégial et n'est pas, de par sa nature, destiné à rester sur les tablettes. Il a pour but d'encourager les institutions à trouver une réponse à ce problème de transition et, plus spécifiquement, d'une part, à motiver les professeurs à chercher des solutions fondamentales, et d'autre part, d'inciter la direction du collège à affecter un plus grand nombre de ressources à la résolution de ce problème. Les principaux objectifs de notre recherche sont, entre autres, de:

a) sensibiliser le corps enseignant aux problèmes de transition;

b) fournir un cadre de discussion structuré entre les enseignants du secondaire et ceux du collégial;

c) fournir un contexte dans lequel les enseignants seront suffisamment engagés pour être motivés à trouver des solutions de base au problème;

d) créer un environnement institutionnel et administratif

qui encouragera l'allocation de ressources pour la mise en application des solutions proposées.

Ce procédé a été utilisé efficacement lors d'un projet antérieur, intitulé: Action Research: A Tool for Institutional Analysis and Organisational Development. Cette recherche a conduit à dix-huit recommandations présentées dans un rapport final. Ces recommandations firent l'objet de discussions animées lors d'une plénière regroupant l'ensemble des intéressés, de même que d'échanges à l'intérieur de chaque département touché par cette recherche. A partir de là, des plans d'action furent élaborés et de nombreux changements furent implantés.

La plupart des recherches tombe malheureusement dans l'oubli. Pas celle-ci. Il s'agit d'un projet dynamique qui, depuis ses débuts, a impliqué tous les échelons à l'intérieur du collège. A l'automne 1986, on a demandé au personnel du collège de soumettre au Comité de perfectionnement des professeurs des suggestions pouvant contribuer à améliorer la qualité de l'enseignement. Quarante-cinq sujets ont été soumis. Les dix membres du Comité de perfectionnement des professeurs (composé d'enseignants et d'administrateurs) se sont penchés sur ces questions et ont conclu que le problème de transition devait avoir priorité. Le Comité a ensuite demandé à tous les enseignants de nommer ceux qui pourraient préparer une demande de subventions pour tenter d'élucider ce problème. Les candidats ont été interviewés en janvier et en février 1987. A cause de la nature de la recherche, nous avons cherché à recueillir la participation des enseignants du niveau secondaire. De mars à décembre 1987, le sous-comité chargé de la proposition s'est réuni deux fois-semaine pour élaborer le cadre conceptuel de la recherche. Le travail du sous-comité s'est fait en coordination avec six autres comités du collège (Comité de perfectionnement des professeurs, Recherche et développement, Préparation à l'entrée au Collège, Etudiants à "haut risque", Probation, et Comité de l'enseignement). Cette coordination incluait aussi des rencontres régulières avec les représentants des écoles secondaires. Ces réunions ont permis aux directeurs d'écoles secondaires et aux directeurs de collèges de se rencontrer; par la même occasion, les enseignants des deux niveaux auront la possibilité d'échanger leurs points de vue.

Le travail du Comité de préparation a déjà porté fruit: il a trouvé une facon d'augmenter la participation des professeurs dans la résolution du problème de transition. Les enseignants du secondaire ont été invités à participer à un projet conjoint avec le collège dans une activité PERFORMA (Les étudiants en transition: un sujet de recherche). Les directeurs des écoles secondaires ont bien reçu cette démarche et, désormais, les professeurs du secondaire seront invités régulièrement à se joindre aux professeurs du collégial dans le cadre d'activités conjointes de

perfectionnement. L'ouverture de la communication entre professeurs de différents niveaux est très stimulante et apportera des résultats presque immédiats au problème de la transition.

De plus, les Commissions scolaires on convenu de nous autoriser à présenter nos résultats préliminaires dans le cadre des journées pédagogiques des écoles secondaires durant l'année 1988-1989.

La conception même du projet garantit que les solutions qu'apportera cette recherche au problème de transition seront implantées non seulement dans de cadre du projet, mais aussi, longtemps après son achèvement. Le travail conjoint des enseignants des niveaux secondaire et collégial permettra de faire des recommandations fondamentales, en fonction de la nature même de la recherche.

Les avantages qui ressortent de cette recherche sont évidents. Nous croyons avoir identifié un procédé dynamique de recherche qui s'avérera utile pour de nombreuses années à venir.

En espérant que les termes de cette proposition sauront satisfaire vos exigences, nous vous prions, Madame, Monsieur, de recevoir nos salutations respectueuses.

Les auteurs du projet.

CEGEP
JOHN ABBOTT
COLLEGE

P.O. BOX / C.P. 2000
Ste Anne de Bellevue, Québec
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Tel.: (514) 457-6610

February 17, 1988

TO THE MEMBERS OF THE EVALUATION COMMITTEE

Object: Introduction to a Research Project: Easing the Transition from Secondary School to College

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Dear Madame, Sir:

This study is not a study of the problems of students in transition from high school to college that will sit on the shelf. It is action research designed to encourage the institutions to respond to the problems. More precisely, it is a process designed to encourage teachers to find solutions at the grass-roots level and to encourage the administration to allocate appropriate resources to those solutions. Among its specific objectives are:

- to sensitize the faculty to the problems of transition;
- to provide a framework for continuing dialogue on this issue between high school and college faculty;
- to provide a context in which faculty will be sufficiently invested in the process of discovery that they will be motivated to find grass-roots solutions to the problems;
- to create an institutional and administrative environment that will facilitate the allocation of resources to carry out the proposed solutions.

This process has been used effectively in a previous project entitled: Action Research: A Tool for Institutional Analysis and Organizational Development. That research resulted in a report that contained 18 recommendations for action. The recommendations were discussed in an open college meeting as well as within appropriate departments. Plans of action were developed and changes occured within the college

Most research sits on a shelf. This research will not because it is a dynamic project which, from its inception,

COLLÈGE D'ENSEIGNEMENT GÉNÉRAL ET PROFESSIONNEL GENERAL AND VOCATIONAL COLLEGE

has involved the college community. In Fall of 1986, members of the college community were asked to submit to the faculty development committee research topics related to the improvement of instruction. Forty-five topics were submitted. The ten-member Faculty Professional Development Committee (FPDC), which is composed of both faculty and administration, studied the topics and agreed that the problem of the transition was the first to be studied. The committee then asked all faculty to nominate individuals to prepare a research proposal to seek funding to address this problem. Applicants were interviewed and selected by the committee January-February 1987. Because of the topic, high school partners in the project were recruited. From March through December 1987, the proposal committee met twice a month to design the research. The work of the proposal committee was coordinated with the work of six college committees (Faculty Professional Development Committee, Research and Development, College Readiness, High Risk Students, Probation, and Academic Administration) and with liaison meetings with high school representatives. These liaison meetings included high school principals and college academic administration meetings and joint college and high school teacher-to-teacher meetings.

The work of the proposal committee has already resulted in an innovation which will improve teacher response to the problems of transition. High school teachers have been invited and are currently participating in a joint college-high school PERFORMA activity (Students in Transition: A Research Approach). This innovation has been accepted by the principals of our feeder high schools and from now on, high school teachers will be invited regularly to join our faculty for professional development activities. Opening up this line of teacher-to-teacher communications is very exciting and will have immediate results on easing the problems of transition.

Further, we have a commitment from the school boards to allow our group to present preliminary results from the project at the high schools' professional days during 1988-1989.

This project will not be another study of the problems of the transition that will sit on someone's shelf. The design of the project ensures that research based solutions to the problems of the transiton will be implemented during and beyond the life of the project. High school and college teachers working together will be enabled to produce grass-roots recommendations by the nature of the research design. Administrators will become invested in the project and will be receptive to allocating local resources to implement the proposed solutions.

The benefit for the network is clear. We believe we have identified a dynamic research process that never allows the dust to settle upon a report.

We hope you agree.

Sincerely,

The Authors of the Project

LAKESHORE

1988 - 02 - 16

Mr. Bill Surkis
John Abbott College
Faculty Professional
Development Committee, JAC
P.O. Box 2000, Ste Anne de Bellevue
QC - H9X 3L9

RE: PERCEPTION, POLICY AND PRACTICE:
THE PROBLEMS OF THE TRANSITION FROM
HIGH SCHOOL TO COLLEGE

Dear Mr. Surkis,

This will acknowledge that the Lakeshore School Board has received your proposal with respect to a proposed research project on The Problems of the Transition from High School to College. We have reviewed the proposal and believe it to be a worthwhile undertaking.

This will authorize you to make the necessary contacts with our high schools in order to conduct your research. It is understood that you will send us a full report once your study has been completed.

Sincerely,

D. H. Ross
Director of Educational Services

DHR/ljh

cc: Margaret Waller
John Jared

PROGRAMME D'AIDE À LA RECHERCHE SUR L'ENSEIGNEMENT
ET L'APPRENTISSAGE

DEMANDE DE SUBVENTION

ANNÉE: 1988 - 1989

EASING THE TRANSITION FROM SECONDARY SCHOOL TO COLLEGE

Titre du projet

BOURGEOIS, CORNELL, COPNELL, DICKIE, ELIZOV, FARRELL, HOLDEN, KUBANEK,

Auteur(s)

MACDOUGALL, WALLER (see reverse for details)

JOHN ABBOTT COLLEGE

Collège

FEB 19 1988

AUTEURS:

Denise Bourgeois	Conseillère pédagogique John Abbott College
Louise Cornell	Humanities, Philosophy & Religion Teacher John Abbott College
Rod Cornell	Economics, Ecology & French Teacher Emmanuel Christian School
Leslie Dickie	Physics Teacher John Abbott College
Henriette Elizov	French Teacher Dawson College
Jan Farrell	Physics & Math Teacher Macdonald High School
John Holden	Chemistry, Math & Science Teacher Macdonald High School
Anne-Marie Kubanek	Chemistry Teacher John Abbott College
Bill Macdougall	Consultant of Microcomputer Education Protestant School Board of Greater Montreal
Margaret Waller	Conseillère pédagogique John Abbott College

A. DOCUMENT-SYNTHÈSE - 1988-1989

IDENTIFICATION DU PROJET

Titre du projet Faciliter la transition entre l'école secondaire et le collège.

Catégorie ou approche Étude de cas/Recherche-action

RÉSUMÉ

Au départ, ce projet présuppose que certains des problèmes que connaissent les étudiants lorsqu'ils délaissent l'école secondaire pour intégrer le milieu collégial, peuvent être examinés et réglés par les professeurs qui se trouvent à l'accueil, au moment du premier contact de l'étudiant avec l'institution. Les problèmes et les obstacles qui surviennent lors de cette transition sont nombreux et complexes. Pour des fins d'analyse, on peut les catégoriser en problèmes à caractère individuel, institutionnel et même, souvent, social. Les solutions actuelles semblent concentrer sur des programmes qui ne visent qu'à résoudre les problèmes d'ordre individuel. Les solutions individuelles sont coûteuses et ne sont accessibles qu'à une minorité. Ce projet de recherche-action traite le problème au niveau institutionnel et cherche à trouver des solutions sans avoir à instituer de nouveaux programmes.

Le projet a été élaboré par les efforts conjoints d'un groupe à caractère inter-institutionnel et inter-disciplinaire, composé de deux écoles secondaires, d'une Commission scolaire et de deux collèges. Depuis mai 1987, le groupe s'est réuni régulièrement pour définir le problème de recherche et en clarifier la conception.

La question qui sous-tend la recherche est la suivante : Que peuvent faire les professeurs pour faciliter la transition des étudiants entre le milieu secondaire et le milieu collégial, sans avoir à instituer de nouveaux programmes?

Le projet comprend deux volets (subventionnés séparément) : l'approche du collège, et l'approche de l'école secondaire. Le collège, dont la subvention fait l'objet de cette proposition, poursuit une approche longitudinale. Les enseignants du niveau collégial étudieront les mécanismes du secondaire et les attentes d'un groupe déterminé d'étudiants, de secondaire V jusqu'à la fin du premier semestre au collège. En même temps, les enseignants du secondaire étudieront le mécanisme collégial et observeront deux étudiants-cibles durant leur première année au collège (premier et second semestres).

Les deux équipes de recherche travailleront en collaboration pour l'analyse des données et la formulation de plans d'action pour le collège et l'école secondaire. Le partage des données et des idées permettra une étude comparative des informations recueillies dès les premiers stades de la recherche. Ils pourront ainsi apporter les changements qui s'imposent dans l'année qui suit.

Les objectifs du projet sont les suivants :

a) permettre aux professeurs de recueillir et d'analyser les données qui les sensibiliseront aux attentes et aux besoins des étudiants;

b) trouver des solutions fondées sur la recherche pour éliminer, dans l'institution, les obstacles qui inhibent l'adaptation des étudiants en milieu collégial;

c) créer un modèle de collaboration entre professeurs des collèges et professeurs des écoles secondaires;

d) encourager un climat viable de réflexion et d'amélioration de la qualité de l'enseignement et de l'apprentissage, tout en fournissant aux professeurs une expérience de recherche.

A. DOCUMENT-SYNTHESE 1988 - 1989

IDENTIFICATION DU PROJET

Titre du projet EASING THE TRANSITION FROM SECONDARY SCHOOL TO COLLEGE

Catégorie ou approche Case study/action research

Résumé

This project begins with the assumption that some of the problems students encounter in the transition from secondary school to college can be studied and improved by teachers, who are on the "front line" where the students meet the institution. The problems and obstacles that students encounter in the transition from secondary school to college are various and multifaceted. For purposes of analysis they may be categorized as individual, institutional, and societal. Current solutions tend to focus on remedial programs for students' individual problems. Individual solutions are costly and can only be made available to a minority of students. This action research project addresses the problems at an institutional level and seeks to make improvements without new programs.

The study has been designed by an inter-institutional, inter-disciplinary group from two secondary schools, one school board, and two colleges. The group has met regularly since May, 1987 to define the research problem and clarify the design.

The question that guides the research is: What can teachers do to ease students' transition from secondary school to college without special programs?

The study consists of two, separately-funded components: a college component and a secondary school component. The college component, to be funded by this application, is longitudinal in design. College teachers will study the secondary school and the expectations and experiences of one cohort of students from grade eleven through first semester college. Simultaneously, secondary school teachers will study the college and two cross-sectional samples of first-year college students (second and first semester).

The two research teams will collaborate in the analysis of data and the formulation of plans of action for the college and the secondary schools. By sharing data and insights, the two teams will have access to comparative data from the secondary schools and the college early in the research cycle. Therefore, they can begin to implement changes within the year of the project.

The objectives of the project are:

1. Enable teachers to gather and analyze data that will sensitize them to students' expectations and needs.

2. Create research-based solutions to the institutional obstacles to students' adaptation to college studies.

3. Demonstrate a model for collaboration between college and secondary school teachers.

4. Foster an enduring climate of inquiry and improvement in teaching and learning by providing research experience to teachers.

PERSONNEL IMPLIQUE

Etablissement scolaire concerné

John Abbott College, Faculty Professional Development Committee, JAC Committee.

Addresse: P.O. Box 2000, Ste. Anne de Bellevue, Quebec, H9X 3L9

Directeur général ou Luc Henrico

Directeur des services pédagogiques ou Bill Surkis

Auteur (ier): Margaret Waller

Fonction: Conseillère pédagogique

Formation et expérience du ier chercheur principal:

EDUCATION:

Ph.D. Studies - McGill University, Montreal QC 1971-1972
Sociology: Political Economy

M.A. - Wichita State University, Wichita, Kansas 1969-1971
U.S.A. - Sociology: Quantitative Methodology

B.A. Honors - Wichita State University, Wichita, 1964-1969
Kansas, U.S.A. - English Lang. & Lit.

EXPERIENCE:

1986-present Part-time Conseillière pédagogique, JAC
1985-present Part-time instructor, JAC, Dawson, Champlain-Sociology
1985-1986 Researcher JAC - The Inquiry Atmosphere
1982-1984 Research Associate
McGill University
Dept. of Community Dentistry
Dr. J.W. Stamm

Epidemiological and dental health policy studies: Native Dental Health Baseline Survey Feasibility Study, Canadian Third-party Dental Care Programs Study, McGill University Faculty of Dentistry Admissions Policy Survey.

Design and implement feasibility studies and surveys. Develop and pretest questionnaires and interview guides. Coordinate data collection including personal travel throughout Canada to interview program directors and

personnel. Organize and conduct meetings with groups of respondents and project consultants. Supervise coding and transfer of data to IBM personal computer. Analyze data and write projet reports using IBM PC.

Research Associate
Montreal General Hospital
Department of Community Health

Montreal Health Survey: a study of lifestyles and health modelled on the Canada Health Survey.

Interview directors and providers of community services for the elderly. Analyze and interpret survey data on the health problems of the elderly. Write a summary of findings including recommendations for future public health programs.

1976-1981 Research Associate
McGill University School of Nursing
Health Care Research Unit
Dr. J.G. Stelling

Longitudinal studies of professional socialization in medicine and nursing.

Review literature on professional socialization. Data collection: interviews with family medicine residents and master's level nursing students, interviews with faculty, and participant observation in medical settings. Analyze data, prepare reports, and present findings in professional meetings and workshops.

1975-1976 Researcher/Writer
Montreal Health Press
Montreal, Quebec

Publishers of handbooks on health topics, e.g. The Birth Control Handbook, The VD Handbook.

Analyze government policy and standards for occupational health and safety. Interview officials of regulatory agencies. Write descriptive booklet for general readership.

Auteur (2e) _____

Fonction _____

Classification _____

Formation et expérience du 2e chercheur

Fiduciaire
(Directeur général) _____

NOTE: Veuillez nous signaler tout changement sur cette fiche d'identification.

CONTEXTE DU PROJET

En 1985-1986, l'Institut de formation à la recherche du CEGEP John Abbott a mené une étude sur le climat de recherche qui régnait à l'intérieur du collège. Un des buts de cette étude était d'encourager les professeurs à s'engager dans des projets de recherche en éducation. L'étude a révélé que les professeurs entrevoyaient leurs tâches de plus en plus problématiques, en partie à cause du niveau inadéquat de préparation des nouveaux étudiants. De plus, bien que nos professeurs recherchent "des solutions applicables en classe", ils font peu confiance à la recherche traditionnelle en éducation (Cranton, Smith and Waller, 1986). Le projet que nous soumettons traite de ces deux questions en permettant aux professeurs de rechercher eux-mêmes des solutions, à partir de recherches sur un sujet spécifique: l'adaptation des étudiants aux études de niveau collégial.

Cette proposition est l'aboutissement d'une collaboration entre professeurs de deux collèges, de deux écoles secondaires et d'un consultant de la C.E.P.G.M. Cette équipe travaille depuis mai 1987 sur les problèmes qu'engendre la préparation des étudiants à leur entrée au collège et à leur adaptation à ce nouveau milieu. Ce groupe de personnes a été choisi et encouragé par le Comité de perfectionnement des professeurs du Collège John Abbott. L'appui du comité s'est manifesté par la disponibilité de services de consultation, incluant un consultant en recherche, et par l'accessibilité à des services administratifs, par l'entremise d'un coordonnateur. De plus, le Comité de Recherche et Développement du Collège John Abbott a

attribué les sommes nécessaires au dépouillement de la documentation.

Depuis quelques années, les problèmes et aptitudes des étudiants de première année ont fait l'objet de préoccupations non seulement au sein du collège, mais aussi dans tout le réseau collégial. Conséquemment, il s'en est suivi une pléiade de programmes de soutien à l'intention des étudiants considérés "à problèmes", soit à cause de leurs basses notes au secondaire ou de leurs résultats aux tests d'admission, soit à cause d'échecs répétés durant le premier semestre. La recherche propose de venir compléter ces programmes (qui offrent des solutions individuelles): elle vise à régler les problèmes et à satisfaire les besoins de tous les étudiants qui entrent au collège, et non seulement ceux des étudiants "à haut risque".

Nous croyons présenter ici une approche valable au problème complexe de l'adaptation des étudiants en milieu collégial; et cette approche entend utiliser les ressources déjà en place. Nous anticipons des résultats immédiats qui perdureront tant au niveau de l'enseignement qu'à celui de l'apprentissage; la rapidité escomptée de l'obtention des résultats s'explique par le fait que les solutions seront créées par les professeurs qui, à cause de leur rapport étroit avec les étudiants, sont en mesure de mettre en application les changements nécessaires. Une fois la réussite du projet assurée, il pourra servir de modèle à une collaboration entre les niveaux secondaire et collégial, et pourra s'étendre à toute la province.

Les chances de succès sont bonnes parce que l'appui est assuré, au sein du collège et au sein des écoles secondaires.

CONTEXTE DU PROJET

In 1985-86 the Research Training Institute (RTI) of John Abbott College conducted a study of the research environment at the college as one step toward encouraging our faculty to be more involved in research in education. That study revealed that teachers see their jobs as becoming increasingly problematic, in part because of the level of preparedness of new students. Futhermore, while our teachers are eager for "solutions that work in the classroom", they have little confidence in traditional research in education (Cranton, Smith, & Waller, 1986). The proposed innovative project addresses both of these issues by allowing teachers themselves to seek research-based solutions in a major problem area: the adaptation of students to college studies.

This proposal is the result of collaboration among teachers from two colleges and two secondary schools and a consultant from the P.S.B.G.M., who have worked together since May 1987 on the problem of students' preparation for and adaptation to college studies. This working group was selected and supported by the John Abbott College Faculty Development Committee. Committee support has consisted of professional and clerical services to the working group, including a group coordinator and a research consultant. In addition, the John Abbott College Research and Development Committee allocated funds for the search and review of research literature.

In the past few years the abilities and problems of first-year students have been of increasing concern at this college, and throughout the network. As a result, we have a variety of support programs for students who are known to be at risk either because they obtained low marks in secondary school or on college placement tests, or because they failed a significant proportion of their college courses. The research proposed here complements these existing college programs that assist individual students: it is addressed to the problems and needs of <u>all</u> entering students, not only high risk students.

We believe this proposal represents a valid and valuable approach to the multifaceted problem of student adaptation to college studies; an approach that seeks to make effective use of existing resources. We expect it to result in immediate and lasting improvements in the teaching and learning environment because it is designed by teachers, who, being in closest contact with students, are in a position to effect change. Once the project succeeds, it will provide a cost-effective model of grass-roots collaboration between secondary schools and colleges that could be adopted throughout the province. The project has a good chance to succeed because it has a wide base of support within the college as well as established links with the secondary schools.

Bill Surkis
Academic Dean
John Abbott College

B. MÉMOIRE DE PRÉSENTATION

PLAN DE LA RECHERCHE

LA DÉFINITION DU PROBLÈME

Que peuvent faire les professeurs pour faciliter la transition des étudiants entre le milieu secondaire et le milieu collégial, sans avoir à instituer de nouveaux programmes?

Une façon d'aborder le problème de la transition de l'école secondaire au collège est de le considérer comme un problème de socialisation, ou plutôt de re-socialisation, où un étudiant doit passer d'une culture institutionnelle de niveau secondaire à une différente culture institutionnelle, de niveau collégial. Le degré de réussite, ou l'étendue du problème, se mesure au degré de compatibilité qui existe entre les comportements appris en milieu secondaire et les exigences du système collégial. Les résultats d'une recherche menée aux États-Unis concluent que l'assiduité au collège est en fonction directe de la compatibilité entre l'étudiant et l'environnement offert par l'institution (Cope et Hannah, 1975). Jusqu'à maintenant, trop peu d'efforts ont été investis pour assurer une continuité entre l'environnement secondaire et l'environnement collégial. Ce qui veut dire qu'il faut tenter de rendre cohérentes les exigences imposées aux étudiants, d'une institution à l'autre. Bien que le suivi entre institutions ne pourra jamais être parfait, on pourrait facilement apporter quelques changements dans les milieux institutionnels pour assurer aux étudiants une transition moins douloureuse et augmenter ainsi leurs chances de succès.

La recherche que nous proposons est conçue pour améliorer cette continuité d'un niveau d'enseignement à l'autre en faisant ressortir ce que les professeurs pourraient faire pour alléger le côté traumatique de cette expérience. Les professeurs servent d'intermédiaires entre l'étudiant et l'institution et sont en mesure de se pencher sur les problèmes de transition que vivent ces derniers. Ils pourront ensuite être à même de concevoir des changements au niveau de la conduite des classes et même au niveau de l'institution, tant dans les écoles secondaires que dans les collèges, pour faciliter le passage de l'une à l'autre. Nous cherchons à changer l'environnement pour les étudiants, plutôt que de changer l'étudiant pour l'adapter à son environnement.

Dans notre recherche préliminaire de solutions aux problèmes d'adaptation, nous avons écouté les commentaires des étudiants sur leurs expériences, ce qui a profondément influencé notre réflexion. Nous avons alors transposé notre centre de préoccupations des ressentiments de l'étudiant vers les problèmes et obstacles que rencontre l'étudiant dans son nouvel environnement d'apprentissage.

Nous croyons que certains de ces obstacles sont causés par le manque de coordination et de continuité entre le niveau secondaire et le niveau collégial. Cette étude comporte donc deux volets parallèles vers l'atteinte de l'objectif de la création d'environnements d'apprentissage compatibles. Les chercheurs-professeurs des deux niveaux d'enseignement travailleront en collaboration, avec des sources de financement différentes, pour atteindre un objectif commun. Les chercheurs du collège

étudieront l'environnement secondaire et les expériences que vivent les étudiants à mesure qu'ils passent du Secondaire V au collège. En même temps, les professeurs du secondaire étudieront l'environnement collégial et les expériences que vivent les étudiants lors des premier et deuxième semestres.

La conception de la recherche nous permet de déceler les problèmes existants dans les milieux d'apprentissage de façon systématique, y compris une méthode d'implantation des solutions. Le potentiel dynamique de cette conception sera réalisé lors de la collaboration entre professeurs dans l'analyse des données : les enseignants du collège réfléchiront l'image que projettent les professeurs du secondaire; et les professeurs du secondaire réfléchiront l'image que projettent leurs confrères du niveau collégial. Les chercheurs devront poursuivre cette étroite collaboration dans la recherche de solutions : elle est vitale, puisque nous présumons au départ qu'une partie des problèmes actuels relève de la nature conflictuelle et du manque de coordination entre les deux niveaux d'enseignement.

B. MEMOIRE DE PRESENTATION

PLAN DE LA RECHERCHE

LA DEFINITION DU PROBLEME

What can teachers do to ease students' transition from secondary school to college without special programs?

One way to think about the transition from secondary school to college is as a problem of socialization, or rather re-socialization, for students moving from one institutional culture in secondary school to a different institutional culture in college. The extent of student success or problems may be conceptualized as the degree of "fit" between student behaviours learned in secondary school and the demands or requirements of the college. As one major U.S. study concluded, persistence in college is a function of the fit between the student and the institutional environment (Cope and Hannah, 1975). In the past, not enough effort has gone into making the secondary school and college environments fit together smoothly. That is, working toward making the demands on students consistent from one institution to another. Although the "fit" between institutions could never be perfect, there could be changes and improvements in the institutional milieu that would ease the transition experience and improve chances for all students' success.

The research that we propose is designed to improve the fit between two levels of educational institutions by asking what teachers can do to improve the transition experience for students. Teachers, who are on the "front lines" where the students meet the institution most frequently, will study the transition experiences of students in order that they may design and promote improvements at the classroom and institutional levels, in both

secondary school and college, that will ease the transition from secondary school and adaptation to college. We seek to change the environment for students rather than change individual students.

In our preliminary search for solutions to the problems of students' adaptation to college studies, listening to college students speak about their experiences had a powerful effect on our thinking. We moved from thinking about the problems *inside* individual students to focusing on the *obstacles and problems students encounter in the learning environment*.

We believe that some of the obstacles and problems that students encounter in the transition result from the poor fit or coordination between secondary schools and colleges. Therefore, this study "walks on two feet" toward the goal of creating more compatible learning environments. College and secondary school teacher-researchers will collaborate in separately-funded research activities to achieve this goal. College teacher-researchers will study the high school environment and the experience of students as they move from grade eleven through the first semester of college. Simultaneously, secondary school teacher-researchers will examine the college environment and the experiences of first- and second-semester college students.

The research design allows us to identify problems in the learning environments in a systematic way that includes a method for creating and implementing solutions to the problems. The dynamic potential of this design will be achieved when the teacher-researchers collaborate in the analysis and interpretation of data: the college teachers will hold up for the secondary school teachers a mirror for self-reflection; the secondary school teachers will hold a mirror for the college teachers. The teacher-researchers will continue to collaborate on solutions to the obstacles and problems identfied. This is essential because our assumption is that certain problems exist

because of the conflicting or uncoordinated character of the two levels of education.

L'ETAT DE LA QUESTION

The Transition Problems of Students

The transition from secondary school to college studies presents many and varied difficulties for students. One symptom of these difficulties is the high rate of withdrawals and failures among first-year students compared to second- and third-year students. Another symptom is a general decline in students' grade averages from grade eleven to first year college. These failures and poor performances represent economic, social, and emotional costs for students and for the institutions.

Many factors contributing to these unsatisfactory experiences have been identified over the past dozen years. St-Louis and Vigneault (1987) clarify thinking in this area by applying an analytical grid that categorizes these factors into *societal*, *institutional* and *individual* elements. Our review of the literature leads us to conclude that students report problems in all three categories, but the assistance offered to them has been concentrated in the individual category. The proposed research is focused on identifying and fixing those problems that students encounter in the institutional environment rather than identifying and fixing the problems of individual students.

Providing special assistance to students who perform poorly requires colleges to allocate scarce resources to trying to re-prepare individual students for college studies. At John Abbott College, a variety of such supports exist and others are being considered. Special programs and classes have been implemented at other colleges as well (Lasnier, 1987; Beauchamp, 1986; Torkia-Lagacé, 1981)

Throughout North America a remarkable variety of adaptation and preparation programs are being advocated and established for first-year college students. (Baker, McNeil & Siryk, 1985; Gordon & Grites, 1984; Oppen-

heimer, 1984; Hetherington & Davis, 1984; Walsh, 1985; Lewis, 1986; Daike & Schmitt, 1987). Even five years ago in the United States "nearly one-third of all class sections in mathematics and three of eight class sections in English composition [were] taught at a pre-college level" (Friedlander, 1982, p. 10). The number of such courses continues to grow and there are, in addition, numerous basic skills and time management workshops and mini-courses offered in learning centres.

Providing individual assistance to students at risk is necessary and valuable, but expensive because it is labour intensive. To complement the individual assistance programs, we propose to approach student problems at the institutional level.

Students' Problems in the Institutional Environment

In June, 1987, 12 John Abbott student volunteers participated in a discussion on the question "What do you see as the problems in the transition from high school to college?" Using the nominal group technique the students identified 37 problems. When they were asked to choose seven and rank them in order of importance, the following nine statements were ranked most highly:

1. Problems with registration (not knowing what to do, where to go, how to get courses, and ending up with an unwanted schedule).
2. "Intelligent" teachers who can't get the point across.
3. Freedom of not having to go to class (no supervision).
4. Wider diversity in the quality of teachers.
5. (a) Teachers are more impersonal than in high school.
5. (b) Information around specialization is hard to get. How to decide which program? What limitations are there after eache program. Not enough information from high school about the pros and cons.
6. All the spare time between classes. Trouble managing three-hour breaks. Bad habits. Goofing off. Hard to get back into the groove.
7. (a) Learning self-motivation as opposed to working for your parents.
7. (b) Large size of college - from small (high school) to large (college).

Six of these statements identify institutional problems (#1, 2, 4, 5(a), 5(b), 7(b)); only three are individual problems (#3,6,7(a)).

This encounter with students combined with listening to six group interviews with students conducted by the John Abbott College Publications and Information Officer directed our attention to the emphasis and priority that students assigned to problems that are *institutional* in origin.

In a study of the concerns and expectations of first-year students, a sample of Collège Ahuntsic students identified fifteen problems that presented the greatest difficulty to a large proportion of students, and for which they needed assistance (Milette, Bourgeois, & Grégoire, 1980). The students' concerns, which centered mainly on the perceived usefulness and the organization of their school work, are remarkably consistent with the results of earlier studies and with our own preliminary data.

Béland (1974) reported that new arrivals at CEGEP were less satisfied with the methods and content of teaching than were other students and attributed the cause of this to the transition period (p. 33). The lack of scholastic and professional information was another important concern among students. The information problem also featured prominently in L'état et les besoins de l'enseignement professionnel collégial: Rapport 1985-1986: "Les jeunes et les adultes qui commencent leurs études collégiales semblent mal informés à beaucoup d'égards, même si les collèges mettent à leur disposition une documentation souvent fort volumineuse et des professionels d'une compétence reconnue" (Conseil des collèges, Commission de l'enseignement professionnel, 1986, p. 40).

Béland's study also reported that students had difficulties participating in extracurricular activities, organizing their time, and understanding the purpose of their courses. These concerns, as well as the lack of scholastic and professional information, were highlighted again in Le Collège, synthèse de la consultation sur l'état et les besoins de l'enseignement collégial (Conseil Supérieur de l'Education, 1975).

Institutional Responses to Student Problems

Institutional responses to student problems have tended to focus on the personal concerns and problems of students even though students have *both* personal and institutional concerns. Sagaria, Higgenson, & White (1980) discovered that entering students were concerned about *both* personal and academic issues but they *assigned higher priority to academic issues* such as course scheduling, curriculum options and sources of academic information. The authors recommended the restructuring of orientation programs to replace a traditional emphasis on co-curricular (personal) matters with emphasis on academic matters.

Milette, Bourgeois, & Grégoire (1980) concluded, "Même si des problèmes sont assez nettement identifiés dans le milieu collégial et bien que les mêmes difficultés soient mises à jour d'une recherche à l'autre, depuis quelques années, les solutions tardent à venir" (p. 54). We can ask why these problems are so enduring and hard to eradicate when they have been so long known. The hypothesis we have developed is that previous solutions have centered on "fixing the students": interventions designed to give the students more information, upgrade their skills, etc. A never-ending task because a new population of students arrives with these problems each year. A difficult task because students are stressed and overloaded by new stimuli as they begin college studies. The results of a recent test of materials designed to improve students' skills in note taking, time management and working in teams point out the difficulty of interventions with individual students. Lasnier found that only 7.3 percent of the materials distributed were used and 58 percent of students responding to a questionnaire about the materials didn't use them. The most frequently cited reason was "lack of time" (Lasnier, 1987, p.75).

However, to take the lack of information problem as an example, the problem may be less the absense of information than the absense of understanding and sense: the reason students have trouble making sense of the information provided to them as they enter college is that they are trying to assimilate this information while enduring the culture shock of moving from the secondary school culture to the college culture. Providing more and more information at the time of transition increases the opportunities for confusion.

Secondary school teachers might more effectively provide some of the information students need, but are poorly informed about college requirements, programs and policies. The majority of them did not go through CEGEP. Secondary school guidance counsellors may be better informed but students' contacts with them are few and infrequent. For example, the Fédération des cégeps (1979) reported that 60 percent of secondary five students had seldom or never discussed college with a counsellor.

Few college teachers have a realistic or detailed picture of the cultural and scholastic background of matriculating students. Both the culture and curriculum in secondary schools have changed markedly since most college teachers were students.

One objective of this project is to inform both college and secondary school teachers more adequately about students' experiences in both institutions. Being better informed themselves, secondary school teachers will be able to communicate more realistic expectations to secondary school students; and college teachers will know better what students expectations are.

Research comparing teachers' and students' perceptions of the requirements for scholastic success, currently being carried out by Kaszap (1987-88), also contributed to our decision to focus on students' perceptions of the

transition experience as a way of sensitizing teachers to the discrepancies in these points of view.

Links Between Secondary Schools and Colleges

The Commission de l'enseignement professionnel formulated nine "questions de l'heure" as a result of an extensive inquiry during 1985-86. The first of these timely questions was the articulation between secondary schools and colleges.

> "Le milieu collégial est peu informé des structures, des cours et des programmes à travers lesquels ces étudiants ont passé. Les grands dossiers du réseau secondaire, comme le nouveau régime pédagogique et la restructuration de la formation professionnelle sont vaguement connus et encore moins bien compris par les enseignants du collégial.... Il n'y a pas de faute à attribuer à l'un ou à l'autre des ordres d'enseignement, mais *il semble à la Commission que cet état de chose devrait susciter au collégial une recherche de moyens pour mieux tenir compte de la formation secondaire. Les enseignants ont besoin d'être mieux informés de ce qui se passe au secondaire et des contacts accrus doivent être développés entre les responsables de la formation dans des secteurs apparentés.... Enfin, les collèges doivent réaliser une analyse plus poussée des principaux besoins des étudiants du secondaire qui arrivent au cégep et déterminer les moyes d'y répondre.*" (Commission de l'enseignement professionnel, December, 1986, p.40, emphasis added)

Effective teaching requires effective links between secondary school teachers and college teachers: communication, cooperation, and collaboration. At present, communication between the teachers at different levels has been limited. One positive step has been "Academic Alliances" an approach to increasing communication between secondary and post-secondary teachers that began in Philadelphia, USA, and was initiated in Montreal by Dawson College in 1986. Another is the Teacher-To-Teacher meetings held annually since 1987 at John Abbott College, where secondary and college-level teachers discuss common concerns.

Educators at institutions in the United States have led the way in advocating and implementing cooperative and collaborative actions between high schools and colleges. Three reasons for this are that "the extent to which community college resources can be devoted to college-level rather than col-

lege preparatory programs; the level at which faculty can present courses, ... and the reputation of the college's academic programs" are all influenced by the soundness of the education students bring with them to the college (Friedlander, 1982).

According to Shapiro (1986) "students must see coherence in their educational programs" and "experience continuity in learning" (p. 95). Following extensive interviews with secondary and college-level students about the pedagogical and institutional factors that influence learning, the Conseil supérieur de l'éducation reported that one of three factors that differentiated students who were truly engaged in their education from those "only partly present" was experiencing continuity rather than discontinuity between secondary and collegial studies (1986). In order to achieve continuity, secondary and post-secondary schools must have connecting links.

The following "disclaimer" from the Collège Ahuntsic report and the widespread and continued existence of adaptation problems lend weight to the need for a research approach focused on creating solutions for these problems rather than simply describing them yet again:

> "Nous ne croyons pas pertinent d'identifie quels sont les intervenants qui devraient agir par rapport aux diverses préoccupations dont nous avons fait mention. *De plus, nous ne voulons pas laisser l'impression que les difficultés mentionnées par les étudiants sont directment attribuables à l'un ou l'autre groupe de personnes dans le Collège.* Ce rapport n'a pas pour but de servir de justification à des jugements de valeur que les uns pourraient vouloir émettre à l'égard des autres dans les débats qui opposent parfois diverse composantes du Collège" (Milette, Bourgeois, & Grégoire, 1980).

In the research proposed here, the teacher-researchers will study problems in areas where they may effect change without pointing the finger elsewhere.

The Importance of Situation-specific Data

If the problems of students have long been known, and if there are a variety of "treatments" for students' high school/college transition problems, why study students' experiences of the transition? This is not a research project that requires extensive data collection. However, there is a need to gather enough data for the teacher-researchers to determine which generalizations from the research literature are appropriate to their specific situations, and to discover and design innovations and interventions suitable to those specific situations. Innovations in teaching and learning must be informed by sound information about the specific environment in which they are to be implemented.

The problems, the strengths and the weaknesses of every school are different, as the Conseil supérieur de l'éducation reported:

> "La diversité des collèges et des programmes existants est si ample qu'une enquête aussi limitée ne permet pas de caractériser des situations particulières de façon parfaitement fiable. ... Ce qui frappe avant tout, dans le propos des collégiens, surtout par rapport à la relative convergence des propos des élèves du secondaire, c'est *l'extrême hétérogénéité des témoignages et des situations auxquelles ces témoignages renvoient*." (1985, P. 41 emphasis added.)

In A Place Called School, Goodlad (1984) explained the rationale for gathering information on specific environments: "most efforts to improve schools founder on reefs of ignorance--ignorance of the ways schools function in general and ignorance of the inner workings of selected schools in particular" (p. 16). In every school there are distinctive ways of doing things that constitute the unique culture of that school. Effective and lasting changes can only be implemented if this culture is understood. "Principals and teachers who do not want what others seek to impose upon them often are extraordinarily adept at nullifying or defusing practices perceived to be in conflict with prevailing ways of doing things" (p. 16). Even when improve-

ments are undertaken with enthusiasm, over time practices may drift back to the old ways of doing things if organizational obstacles to the innovation are not removed.

Our task will be to discover the distinctive ways of doing things in the high schools and college that we study so that effective and lasting improvements can be undertaken that will not founder on unidentified organizational obstacles. Goodlad (1984) emphasizes the need for "school-by-school agendas based on hard data" because of the enormous variation in "both the problems perceived by those most closely associated with them and the intensity or seriousness associated with these problems" (p. 175).

For these reasons, we have chosen an action research model, where teachers doing their own research can identify those difficulties experienced by students that the teachers themselves can directly affect and modify, and thereby create the "school-by-school agendas" for change advocated by Goodlad. Teacher-researchers will gather their own data, therefore they will have confidence in the validity of it. Teacher-researchers will make sense of this data in their own terms, therefore they will discover the classroom implications of their data at the same time as they discover the sense of the data.

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LES OBJECTIFS DU PROJET

General Objectives

The project begins as research on teaching and learning centered on the learners and the global context of their learning: their preparation for and adaptation to the college environment for the specific objectives of 1)improving the milieu for students and 2) preventing problems of adaptation. We seek to improve the milieu for students by identifying problems of adaptation experienced by first-year students in the classroom and institutional environments.

This project also addresses research on teaching, specifically, the relations between teachers and students with regard to teachers' difficulties in adapting to their clientele, and has changes or improvements in teaching process and method as its ultimate objective.

Specific Objectives of the Research

A. Describe from the students' point of view the perceptions, policies, and practices at high school and college that affect their transition from one level of education to another.

B. Collect and analyze the above data for the immediate purpose of improving teaching and learning experiences for grade eleven and first-year college students.

C. Identify problems and promote planned change within the secondary schools and college.

   1. Disseminate results of the research at secondary school and college professional days.

   2. Encourage and assist teachers, administrators, and students within the schools to design and implement specific improvements that ultimately will increase opportunities for students to make a successful transition from high school to college.

D. Implement a model of collaboration between secondary school and college teachers that will result in improved coordination between the two levels.

E. Foster an enduring climate of inquiry and improvement in teaching and learning, by assisting teachers to participate in the conceptualization, design and realization of the research, and to prepare reports of their work for publication.

LA CONTRIBUTION DU PROJET AU DEVELOPPEMENT DU RESEAU

This project addresses a significant problem in the college network, students' preparation for and adaptation to college studies, in an innovative way that should have sustained impact at John Abbott College and has the potential to spread throughout the network.

The teachers involved in preparation of this proposal have discovered that their teaching has already been influenced by what they have learned in talking with students, and with teachers from other institutions, and from reviewing the research literature. The research design calls for the involvement of specialist consultants in the analysis of the data. It is intended that these specialists will be chosen from Québec colleges and universities in order to maintain links with the wider network. The research plan also includes presentation of results at secondary school and college professional day activities. In those ways, this project has immediate and potentially enduring effects on the teachers involved, as well as for the secondary school and college networks. It conforms most directly to the type of research envisioned in the DGEC preamble "research on the student condition integrated into a framework oriented toward ... founding a tradition of research"

(Gouvernement du Quebec, Ministère de l'Enseignement supérieur et de la Science, Direction générale de l'enseignment collégial, 1987, author's translation.)

LA METHODOLOGIE

Research Question

What can teachers do to ease the transition of students from secondary school to college?

Research Design

There are two research components:

(1) a college component (funded by this proposal) wherein college teachers study students moving from grade eleven to first-semester college.

(2) a high school component (separately funded) wherein high school teachers study first- and second-semester college students.

The research proceeds in two over-lapping phases:

(1) description and

(2) action.

The first (descriptive) phase of the college component is a longitudinal case study of members of one cohort of students as they move from grade eleven to first-year college. The principal data consist of group interviews with students. Teachers, counsellors, and principals will be interviewed briefly as well for the purpose of verifying policies and practices. These data are collected and analyzed for the purpose of clarifying and describing the obstacles and problems that students encounter as they enter college.

The second (action) phase begins with analysis of the data by teacher-researchers from both the college and secondary school components with the

assistance of specialist consultants in education and social science research. The teacher-researchers will use the descriptive data to identify solvable problems in their classrooms and in their institutions. The action phase will be continued as the teacher-researchers share their findings with teachers and administrators in the schools in which the data are gathered.

Sampling

A purposive sample of four secondary schools will be selected. From these schools, we will choose a small, random sample of students who have applied to the college.

Data Collection and Analysis

Extensive data collection is not required because our purpose is not to test theory but rather to build a base of descriptive data from which to make informed judgements about learning environments.

Analysis proceeds in alternating stages that include the on-going development, clarification and testing of hypotheses. This cyclical timing of data collection and analysis will assure that results of the research will be disseminated eary in the year of the project. Thus, reporting and discussion in the secondary schools and colleges is scheduled throughout the year. These consultations in schools and colleges will be structured as additional opportunities to clarify and validate the research findings.

The data will consist of teacher-researchers' reports of the data collection visits and interviews with students and others. Interviews will be recorded and subsequently transcribed on to computer disks using *Nota Bene*,

personal computer software that includes a text indexing facility. This computerized data base will be used for content analysis.

The teacher-researchers will do a preliminary analysis to identify themes and issues in the computer-generated data. By this analytical step, researchers become thoroughly familiar with the data and develop further hypotheses and research questions.

In the day-long analysis workshops, consultants with specialized knowledge about Québec colleges, socialization, and research in education will use their practical and theoretical expertise to assist the teacher-researchers to develop research- and theory-based solutions to the problems identified through analysis of the student interviews.

A detailed protocol for data collection and analysis follows.

PROTOCOL FOR DATA COLLECTION AND ANALYSIS

Teacher-researchers collect data in pairs during two-day data collection visits to schools. One class in which each student participates will be observed. The students and the teacher will be interviewed following this class (or at the end of the day as scheduling permits).

Each day:

Observe 2 classes together (semi-structured observation, 2 hours)

Interview teachers individually (1/2 hour, audio-tape record)

Interview students in groups of 2-5 (one hour, audio-tape record)

End of data collection day one:

Researcher pairs debriefing meeting (tape record)

Agenda: Inter-rater reliability

Plan day-two data collection)

End of data collection day two:

Researcher pairs meet with entire team (tape record)

Follow-up:

Preliminary analysis and reporting by individual researchers. Each researcher uses interviews, tapes of de-briefing meetings, and own notes to complete a pre-designed description/analysis that addresses the study questions.

Hold meetings with participating teachers/students to report preliminary analysis (one-half hour with each class observed and an additional half-hour with the individual teachers).

One-day data analysis workshops (Three in all.)

Researchers describe the data, their impressions and preliminary findings.

Specialist consultants critique and give feedback about the preliminary analysis and work with researchers to plan further analysis of the data. (Consultants also provide written summary reports to the research team.)

LA PROGRAMMATION ET LE CALENDRIER DES ACTIVITES

SUMMARY CALENDAR OF ACTIVITIES 1988-89

	COLLEGE TEAM	SECONDARY SCHOOL TEAM*
1988		
February/ March	Train teacher-researchers**	Train teacher-researchers
May/June	Interview grade 11 students**	Interview 2nd semester college students
	Observe grade 11 classes	Observe college classes
June/July	Transcription of interviews (clerical staff)	
August/	First data analysis workshop (joint activity)	
September	Interview: high school principals counsellors	Interview: Academic advisors Academic deans
	Observe Grade 11 classes & interview teachers (weeks 2 and 4 of term)	Observe college classes & interview teachers (weeks 2 & 4 of term)
	Interview 1st semester college students (shared task)	

October	Transcription of interviews (clerical staff)
November/ December	Preliminary analysis of data (joint activity)
1989	
January	Second data analysis workshop (joint activity)
February	Analysis of data and preliminary reporting
March	Final data analysis workshop (joint activity)
April/May	Present results John Abbott College and Secondary Schools
June	Prepare final reports and recommendations

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*The secondary school component will be separately funded and is not included in the budget of this proposal.

**This training/professional development activity has been funded through Professional Development in the college and in the secondary schools and is not included in the request for funding.

BUDGET DETAILLE DU PROJET
(voir explications au point 6 du programme)

Traitement des chercheurs — $ 53,710.03

1.0 ETC pour 4 professeurs dégagés (includes fringe benefits)

Data collection (4 schools X 4 days X 2 persons/school)	32 days
Data analysis (10 days X 4 persons)	40 days
Preliminary reports (3 reports X 8 days X 4 persons)	96 days
Presentations in 4 schools and 4 colleges with 4 researchers	32 days
	200 days

0.5 d'une tache normale pour une PNE (includes fringe benefits) — $ 25,788.67

Project coordinator, team leader, final report editor

Training of research assistants — Provided by college

Personnes-ressources

3 data analysis consultants

1 college specialist
2 university affiliated research specialists

3 days @ $350/day X 3 consultants — $ 3,150.00

Secretarial (1/2 time for a year) Wordprocessing specialist — $ 11,489.04

Computer services — Provided by college

Fournitures et matériel spécialisé — $ 1,200.00

2 Tape recorders	$400.00
Nota Bene Wordprocessing program	450.00
Computer disks/ribbons	100.00
Long Distance Telephone Calls	250.00

Frais de déplacement — $ 576.00

Travel for consultants - From Mtl. to Ste. Anne
2 consultants X 3 days X 60 miles X $0.30/m.= $108

Travel to schools - 4 schools X 3 trips X
2 researchers X 40 miles X $0.30/m.= $288

Travel for professional days - 3 researchers X
5 events X 40 miles X $0.30/m.= $180

Continued next page

BUDGET DETAILLE DU PROJET (continued)

Diffusion des résultats		$ 975.00
Participation in AQPC	$400.00	
Preparation of final report (100 copies X 100 pages X $0.05)	$500.00	
Preparation of Professional days:		
Synopsis and recommendations (3 pages X 500 X $0.05)	$ 75.00	
TOTAL		$ 96,886.74

DIFFUSION DES RESULTATS

Dissemination of the results of the project will occur at three levels: regionally at John Abbott and its feeder high schools, provincially within the cegep network, and in the larger Canadian and American academic community.

1. Locally

Since the goal of our project is to stimulate research-based planned change to ease the problems of transition locally, our first priority is to make the results of our research available to the local community. This will be done in the following ways:

1.1 A summary report of classroom data will be provided to each participating teacher. Teachers will be encouraged to discuss these results with their students. A consultant from the research team may be available for this purpose.

1.2 For school-wide issues, a report of the data analysis will be provided to the principal of each high school. Members of the research team will be available to participate with teachers and administrators in discussions of the results.

1.3 Meetings of high school and college teachers will be organized at which a panel discussion will be used to stimulate discussion of the report by the audience.

The purpose of these discussions of the research results will be to create task groups to devise and implement improvements in problem areas indentified by the research.

These presentations will be made during institutionally sponsored Pedagogical Days. We have already made one such presentation at a joint high school-college Pedagogical Day attended by 300 faculty.

1.4 A series of courses based on the data and recommendations of the research will be sponsored through the PERFORMA program. One such workshop is already underway. The purpose of the courses will be to sensitize the faculty to the issues and to facilitate the implementation of change strategies.

1.5 Presentations will be made at the regularly scheduled liaison meetings held between the John Abbott College pedagogical administration and the principals and pedagogical administrators of our feeder high schools and school boards. (Two such presentations have already been made.)

1.6 Regular articles will be published in local publications such as the JAC Newsletter for High School Guidance Counsellors. (One article has already been submitted.)

1.7 Regular and systematic reports and discussions will be animated in the following college fora:

- Academic Council
- Faculty Professional Development Committee
- Academic Administration Meetings
- College Readiness Committee
- College High Risk Student Committee
- College Probation Student Committee

1.8 The report will be distributed to all JAC faculty and an open-forum discussion will be held.

2. Provincially

Our second priority is to publicize our report to colleagues in other CEGEPs. Throughout the life of the project, we will keep in regular contact with other colleges and groups which are particularly interested in this project.

2.1 We have already opened lines of communication with several CEGEPs through presentation of the development of the project at a research seminar series sponsored by PERFORMA. Colleges represented during the development of the project include: Abitibi-Témiscamingue, Ahuntsic, André Laurendeau, Bois de Boulogne, Granby, Rosemont, Ste-Foy, Sorel-Tracy. The colleges of Matane, Outaouais, and Joliette Lanaudière have received the proposal for information purposes. Dawson College has a representative on the research team itself. We have discussed the project on several occasions with Jacques Laliberté and he has provided us with valuable assistance. He has already provided us the opportunity to open up far more lines of communication than we would have been able to do on our own.

2.2 At the university level, we have already opened up the lines of communication and will keep them open. We have a committee called the Inter-Institutional Committee comprised of individuals from John Abbott College, Dawson College as well as the University of Sherbrooke (Rolland Viau and Jacques Tardif) and Concordia University (Ron Smith). This group has provided formative evaluation in the development of the project and will be involved throughout the life of the project.

2.3 Results will be shared with all the colleges represented in PERFORMA through the sharing of information about new PERFORMA course designs aimed at sensitizing faculty to the issues of easing the problems of transition and of motivating and training faculty to implement change based on research findings.

2.4 We will prepare workshop presentations for such groups as the AQPC and PERFORMA.

2.5 We will submit articles to Cégepropos and Pédagogie collégiale.

2.6 We will be happy to go to speak to representatives in colleges and high schools who are interested in our grass-roots and cost-effective solutions to easing the problems of transition.

3. In the wider academic community

We plan to present our results in several other fora (expenses to be paid by the college):

3.1 Association of Canadian Community Colleges, Canadian Conference (May 1989)

3.2 Ninth Annual Conference on Teaching and Learning in Higher Education, Canadian Conference (June 1989)

3.3 The Network for Professional and Organizational Development in Higher Education, American Conference (October 1989)

3.4 We will also identify specific conferences of high school and/or college partnerships whose goal is to find practical solutions to the problems of transition and will submit papers for presentation.

RESUME DES PREVISIONS BUDGETAIRES

POSTES BUDGETAIRES	PREVISIONS BUDGETAIRES	SUBVENTION ACCORDEE
Traitement des chercheurs (.5 d'une tache normale d'une PNE - including fringe benefits)	$25,786.67	
Avantages sociaux	included above	
Professeur(s) mis en disponibilité		
Professeur(s) dégagé(s) (1.0 ETC pour 4 professeurs dégagés - including fringe benefits)	$53,710.03	
Frais de déplacement	$ 576.00	
Fournitures et matériel spécialisé	$ 1,200.00	
Services de personnes-ressources	$14,639.04	
Diffusion des résultats	$ 975.00	
TOTAL	$96,886.74	

J'ai pris connaissance de tous les détails concernant la présentation de ce projet au Programme d'aide concerné et du protocole relatif à l'acceptation d'une subvention. J'approuve le déroulement
de cette recherche au collège JOHN ABBOTT entre le 1er septembre 19 88 et le 29 juin 19 89 .

Directeur général	28 01 88 (date)
Directeur des services pédagogiques	28 01 88
ou	
~~Directeur des services aux étudiants~~	28-01-88
Auteur(s)	28-01-88

CURRICULUM VITAE

DENISE DEMERS BOURGEOIS

Adresse:

Domicile: 5165, avenue O'Bryan
Montréal, Québec
H4V 2A8
(514) 481-3890

Bureau: Service de perfectionnement des professeurs
Collège John Abbott
C.P. 2000
Ste-Anne-de-Bellevue, Québec
H9X 3L9
(514) 457-6610

Date de naissance: le 29 janvier 1947

Diplômes et certificats:

Licence en droit, 1979
Faculté de droit
Université du Missouri
Columbia, Missouri

Maîtrise en français, 1975
Université du Missouri
Columbia, Missouri

Baccalauréat en français et en éducation, 1970
Université Salve Regina
Newport, Rhode Island

Brevet d'enseignement du Rhode Island

Expérience professionnelle:

Coordonnatrice, Service de perfectionnement des professeurs
Novembre 1980 au présent
Collège John Abbott
C.P. 2000
Ste-Anne-de-Bellevue, Québec
H9X 3L9

Conseillère pédagogique et professeur
1980
Département de l'anglais langue seconde
Centre de l'éducation aux adultes
CEGEP Vanier
821, boulevard Ste-Croix
St-Laurent, Québec
H4L 3X9

Expérience professionnelle:

Adjoint de recherche
1978 - 1979
Département de la propriété intellectuelle
Ogilvy, Renault
1, Place Ville Marie
Bureau 700
Montréal, Québec

Adjoint de recherche
1977 - 1978
Bureau de recherches pédagogiques pour les écoles bilingues
2715, Chemin Côte Ste-Catherine
Montréal, Québec

Conseillère juridique
1975 - 1977
Centre de services juridiques
Providence Road
Columbia, Missouri

Professeur de français
1971 - 1973
Programme d'études pour les enfants doués
Ecole Cranston-Calvert
Newport, Rhode Island

Professeur de français
1968 - 1971
Académie Ste-Marie
East Providence, Rhode Island

Professeur (tous sujets)
1967
Ecole St-Augustin
Newport, Rhode Island

Prix et bourses:

Bourse de recherche de l'Université du Missouri
1974 - 1975

Phi Sigma Iota Honour Society (langues romanes)

Maîtrise ès arts summa cum laude

Baccalauréat ès arts cum laude

Bourse de l'Alliance française pour études à Paris
été 1967

Publications:

Une pédagogie de la lecture française: Guide du maître II par Normand Fortin et Yolande Plante avec la participation active de Denise Demers Bourgeois, Les Editions Projets, Inc., Montréal, 1979.

Logiciels:

Teaching Research System: An Interactive Computer-Assisted Teaching Evaluation System, Denise Bourgeois et Andy Gill, mai 1984.

Présentations:

1985 — Interactive TABS - A Computer-Based Evaluation System
Tenth National Conference for the Professional and Organizational Development Network in Higher Education and First Joint Conference with the National Council for Staff, Program and Organizational Development, Delavan, Wisconsin, le 19 octobre 1985.

1985 — An Interactive Computer-Assisted Teaching Evaluation System
Fifth Annual Conference on Teaching and Learning in Higher Education, Ottawa, le 17 juin 1985.

1985 — L'établissement d'un institut de recherche action - modèle de perfectionnement au niveau collégial
Colloque de l'Association québecoise de pédagogie collégiale, l'Université de Sherbrooke, le 5 juin 1985.

1984 — Un système interactif d'évaluation des professeurs
Conférence sur les Applications pédagogiques de l'ordinateur, Ste-Anne-de-Bellevue, le 13 mars 1984.

1982 — Faculty Renewal in Times of Institutional Crisis
Co-présentation, Professional and Organizational Development Network, Château Montebello, le 15 octobre 1982.

Documents et rapports non-publiés:

1984 — Deuxième rapport du comité "ad hoc" sur le développement d'un nouveau programme à PERFORMA
Beaulieu, Bourgeois, Gilbert, Harrison, Hivon, Serre.

Documents et rapports non-publiés:

1983 — L'expansion du réseau PERFORMA: analyse et orientations
Rapport final du comité sur l'expansion: Bourgeois, Ducharme, Faucher, Forcier, et Serre.

1982 — Needs Assessment Project: Preliminary Report
Rower, Rozen-Aspler, Zajchowski; Bourgeois - Coordinatrice du projet.

1980 — A Functional-Notional Course for Teaching English as a Second Language
Laroque et Bourgeois.

Projets de recherche:

The Establishment of an Action Research Training Institute: A Model for Professional Development at the Cegep Level (juillet 1985)
Approbation de la D.G.E.C.
Valeur 20,000 $

Transfer of Teaching Research System from HP-3000 to Floppy Disk (septembre 1984)
Approbation du service de recherche et expérimentation du collège John Abbott: le 4 octobre 1984.
Valeur 875 $

Implementation of an Interactive Computer-Based Evaluation System (septembre 1983)
Approbation du service de recherche et expérimentation du collège John Abbott octobre 1983.
Valeur 650 $

Plan of Action to Incorporate an Effective Needs Assessment Component into John Abbott College's Existing Professional Development Program (octobre 1981)
Approbation du service de recherche et expérimentation du collège John Abbott novembre 1981.
Valeur 60 000 $

Associations professionnelles:

Professional and Organizational Development Network in Higher Education

American Educational Research Association

Autres qualifications: Connaissance active de l'anglais et du français; connaissance de l'espagnol et de l'informatique.

Activités para-scolaires et communautaires:

Membre actif
Comité consultatif paritaire pour le perfectionnement des PNE (niveau provincial)
1982 - 1985

Co-organisatrice
Montreal-Vermont Network for Professional and Organizational Development
1982 membre actif
1982 au présent

Présidente 1982 - 1983
Vice-présidente 1983 - 1984
Association des professionnels non-enseignants du collège John Abbott
1982 - 1983

Porte-parole
Association des professionnels non-enseignants du collège John Abbott
Négociations 1982 - 1983

Chef
Comité de relations de travail des PNE du collège John Abbott, 1982
membre, 1982 - 1983

Présidente
Conseil du statut de la femme
(Section: Carrières en droit)
Université du Missouri, 1976 - 1977
membre actif, 1975 - 1976

Agent recruteur
Comité de recrutement de membres de groupes minoritaires pour la Faculté de droit
Université du Missouri
1975 - 1977

Agent de développement
Comité pour la création d'un centre de services juridiques pour les prisonnières
Maison de correction à Tipton, Missouri
1976 - 1977

Activités para-scolaires et communautaires:

Conseillère pédagogique
Comité pour la préparation de programmes d'études universitaires
Université du Missouri
1975 - 1976

Co-directrice
Table française: dîner-causerie hebdomadaire
Université du Missouri
1974 - 1975

RESUME

MARGARET WALLER

311 Square St. Louis
Montreal, Quebec H2X 1A7

Telephone: 849-9635

Education

Ph.D. Studies	McGill University Montreal, Quebec Sociology: Political Economy	1971-1972
M.A.	Wichita State University Wichita, Kansas, USA Sociology: Quantitative Methodology	1969-1971
B.A. HONORS	Wichita State University Wichita, Kansas, USA English Language and Literature	1964-1969

Career Experience

Instructor	Champlain Regional College St. Lambert-Longueuil Campus Introduction to Sociology Sociology of Education	1985 (Winter)
Instructor	Dawson College Westmount, Quebec Introduction to Sociology	1985 (Winter)
Research Associate	McGill University Department of Community Dentistry Dr. J. W. Stamm Epidemiological and dental health policy studies: Native Dental Health Baseline Survey Feasibility Study, Canadian Third-party Dental Care Programs Study, McGill University Faculty of Dentistry Admissions Policy Survey. Design and implement feasibility studies and surveys. Develop and pretest questionnaires and interview guides. Coordinate data collection including	1982-1984

personal travel throughout Canada to interview program directors and personnel. Organize and conduct meetings with groups of respondents and project consultants. Supervise coding and transfer of data to IMB personal computer. Analyze data and write project reports using IMB P.C.

Research Associate — Montreal General Hospital — 1981
Department of Community Health

Montreal Health Survey: a study of lifestyles and health modelled on the Canada Health Survey.

Interview directors and providers of community services for the elderly. Analyze and interpret survey data on the health problems of the elderly. Write a summary of findings including recommendations for future public health programs.

Research Associate — McGill University School of Nursing — 1976-1981
Health Care Research Unit
Dr. J. G. Stelling

Longitudinal studies of professional socialization in medicine and nursing.

Review literature on professional socialization. Data collection: interviews with family medicine residents and master's level nursing students, interviews with faculty, and participant observation in medical settings. Analyze data, prepare reports, and present findings in professional meetings and workshops.

Researcher/ Writer — Montreal Health Press — 1975-1976
Montreal, Quebec

Publishers of handbooks on health topics, e.g. The Birth Control Handbook, The VD Handbook.

Analyze government policy and standards for occupational health and safety. Interview officials of regulatory agencies. Write descriptive booklet for general readership.

Project Coordinator	Dawson College Students' Association Westmount, Quebec	1975
	Course Evaluation Project. Coordinate a survey of student opinion for course evaluations. Supervise computer processing of data and analyze and write up results. Supervise production of a publication summarizing findings from the survey in a handbook for students.	
Lecturer	McGill University Faculty of Education Department of Educational Psychology and Sociology	1975
	Prepare and present a course in the sociology of education with an emphasis on the organization of the public education system in Quebec.	
Project Coordinator	McGill University Faculty of Education	1973-1974
	Modular Education Project Coordinate the development of self-instruction packages for undergraduate courses including formulation of objectives, preparation of course materials and the design of pre- and post-tests for student evaluation.	
Lecturer	Protestant School Board of Greater Montreal Division of Continuing Education	1973
	Prepare and present a course, "Family, School, and Community Relations", for teachers of special education.	
Teaching Assistant	McGill University Department of Sociology	1971-1972
	Lead group tutorials and mark examinations.	

Tutor	Greater Hartford Revitalization Corps Hartford, Connecticut Provide special tutoring for adolescents in inner-city schools.	1971
Tutor	Community Action Program Wichita, Kansas Teach English as a second language to adults.	1969-1971
Teaching Assistant	Wichita State University Department of Sociology Wichita, Kansas Participate in course planning for a team-taught course in introductory sociology. Prepare and present lectures, and evaluate students.	1969-1971
Interviewer	United States Department of Interior Bureau of Municipal Affairs Washington, D.C. Interview community leaders in Wichita, Kansas for a national survey of community services. Summarize and report findings.	1970

Papers and Publications

1984	"Characteristics of Private Group Dental Plans in Canada." J.W. Stamm, M. Waller and D.W. Lewis. Paper presented to the International Association for Dental Research, 15 March. (J.W. Stamm, presenter.)
1983	"Dental Care Programs In Canada: Historical Development, Current Status and Future Directions." Report to the Minister of National Health and Welfare, 31 August 1983. (With J.W. Stamm, D.W. Lewis, and G.L. Stoddardt.)

1981 "Family Medicine Residents' Responses to Behavioural Science Teaching." Workshop presented at the Annual Meeting of the Association for Behavioural Sciences in Medical Education, Val Morin, Quebec, October, 1981. (With J. Stelling.)

1981 "The Family Express: Trouble on the Line?" CANADIAN FAMILY PHYSICIAN, 27 (May, 1981) 821-825. (With J. Stelling and A. Carrier.)

1980 "Changing Patterns of Commitment to Medicine and CareerChoice Among Residents in Family Medicine, Internal Medicine and Psychiatry." ANNALS OF THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS (April, 1980). (With J. Stelling.)

1980 "Changing Patterns of Commitment to Medicine." Presented at the Annual Meeting of the Canadian Sociology and Anthropology Association, Montreal, Quebec, 4 June 1980. (With J. Stelling.)

1979 "The Impact of Residency Training on Subsequent Professional Characteristics." Progress report to Health and Welfare Canada, Project No. 6605-1513-42. (With A. Carrier and J. Stelling.)

1976 DAWSON COLLEGE STUDENT GUIDE. M. Waller (ed). Westmount, Quebec: Dawson College Students' Association.

1971 "The Effects of Gender and Sex-Role Stereotypes on the Attribution of Responsibility for Negative Events." M.A. Thesis, Wichita State University, Wichita, Kansas.

1970 "Anthropology and the Mass Media: Report of the Summer Workshop." Washington, D.C.: American Anthropological Association.

Special Studies and Experience

IBM-PC	Data analysis and report writing. Consultant for Wordstar, Lotus, Statpak, PC-network, and Tallgrass hard disk.	1983-1984
MUSIC/SCRIPT	McGill University System for Interactive Computing: word processing.	1981
Restoration	Late Victorian interiors and furnishings. Research and hands-on experience in restoration of Victorian row house.	1978-1983
French	McGill University Staff French courses levels one through five.	1979-1981
Comparative Health Care Systems	"Women and Health Care in Cuba." GUARDIAN Tours, New York, New York.	1979
Russian Tour	McGill University Department of Russian and Slavic Studies	1979
Journalism	Writing, editing, lay-out, and distribution for a community newspaper published monthly through the Centre Multi-Ethnique St-Louis, 3553 St. Urbain, Montreal, Quebec.	1974-1976
Bicycle Touring	Canada, United States, British Isles, Europe	1972- ...